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ABSTRACT

Perspectives on the profession of guidance and counseling during the 1970's are discussed and reviewed. Major topics focus on licensure, government relations, counselor renewal, collective bargaining and counselor competence. Also included is a survey of the 1980's, focusing on testing programs and their potential future, emerging sex roles, and counselors as change agents. This publication could be useful to anyone in guidance, counseling and/or personnel services. (Author/BMW)

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GUIDANCE AND COUNSELING:
PERSPECTIVES ON AN EMERGING PROFESSION

by
Mary F. Maples

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ABOUT THE AUTHOR

Mary F. Maples, current President of the American Personnel and Guidance Association, was born and raised in Lynn, Massachusetts. Her experience in the field of education spans a period of 25 years. Beginning her professional life as an elementary school teacher, she has taught all grades in elementary and secondary school, has been a county guidance supervisor, a college director of counseling and dean of students, and a private consultant on organizational dynamics and communication, and is presently Associate Professor of Counselor Education at the University of Nevada-Reno. She has published several journal articles and a chapter in a text on learning, and has presented keynote speeches at many conferences and conventions. Mary is married and the mother of three growing sons.

GUIDANCE AND COUNSELING: PERSPECTIVES ON AN EMERGING PROFESSION

Mary F. Maples

Seldom is the opportunity for observation of and reflection on the counseling profession offered to the incumbent President of the American Personnel and Guidance Association. According to Dr. Norman Gysbers, APGA President in 1977-78, this luxury can be earned only after one has completed the challenge of serving in that role. However, ERIC/CAPS has accorded this privilege to the 1979-80 President, thereby allowing her the opportunity to provide a thoughtful and in-depth analysis and synthesis of the critical issues facing the counseling profession both now and in the future. This monograph describes the concerns which members of the profession have shared individually and collectively with President Mary Maples--in person, by phone, or by mail. With input and advice from colleagues in leadership roles, she has attempted to identify present and future resources which may contribute to the resolution of these concerns.

If Frank Parsons were to return today, what might his reaction be to the evolution of guidance and counseling in the last quarter century? What would be his impressions? Could he have predicted in 1907 what the guidance field would look like in the 70's and 80's? Would he recognize us?

To attempt to visualize the impact that guidance and counseling of today or tomorrow might have on Frank Parsons would be as futile as placing the Wright Brothers at the controls of a supersonic transport jet. However, before one can contemplate the future in any mode, one must first examine the past and reflect on the present. The APGA President is in a unique position to do this. In the mainstream of happenings in the field, by virtue of the many opportunities to interact throughout the country and the world with those engaged directly or indirectly in guidance and counseling, the President carries an intrinsic mandate to consider where we've been, where we're at, and where we may be heading.

A potential danger resulting from many years of leadership in any field is reinventing the wheel. Old sayings like, "History repeats itself," "There's nothing new in education, except the wrappings," "The boy is father to the man," may all apply to the counseling profession. However, when one considers that counseling as a profession, a service, a field of formal schooling, is so young in this country and certainly throughout the world, then one can make allowance for some introspection, to be certain that what we have accomplished is the best we can do, and if not, how we can facilitate improvement in the profession!

A difficult question that faced me in the process of reflection was how to deal with our beginning. Interweaving personal observations about the profession of counseling and its relationship to and effect on my life was simultaneously a joy and an almost insurmountable task. Separating our profession in this century into four generations seemed to lighten the burden.

Most readers would agree that the early years of this century would constitute the first generation, with Frank Parsons being a major contributor. Parsons' influence, as well as that of the National Vocational Guidance Association (NVGA), the forerunner of the American Personnel and Guidance Association (APGA), were impressive through the first World War up to the beginning of the Great Depression.

The second generation in counseling from the late 30's to Sputnik witnessed major societal, economic, and personal changes in our country: another Great War, the tremendous "baby boom" which followed it, and a second clash of world powers in the Far East. Emerging from these years, and significantly impacting on the profession of counseling, was the G.I. Bill, which encouraged masses of young men and women to pursue their educational goals.

It was my own good fortune to become aware of the field of guidance and counseling just as the world was waking up to Sputnik in 1957, the beginning of the third generation. Our nation's response to the Soviet thrust was the NDEA Act of 1958, which infused considerable significance and vitality into the counseling profession. Between 1958 and 1962, more individuals were trained in the skills and techniques of guidance

and counseling than all who have been educated in the field since that four-year period. It was 1959, NDEA was only a year old, and I was recognizing that the informal counseling I was providing my students in physical education classes was decidedly insufficient to meet their needs. Like so many thousands of others, I took advantage of the NDEA Institutes, not once, but twice. In 1961, I discovered APGA and will begin my term as President as I enter my 18th year as a member.

Personal reflection and observations of the multitudinal and complex activities of APGA and its members begin for me around 1968. One significant measure of a profession's growth and influence can be gained by examining program presentations at its annual conventions. Having attended all of APGA's conventions since Boston in 1963, I would judge New Orleans in 1970 as a particularly good example of the impact that guidance and counseling was having on the lives of those who deliver professional counseling services. At that conference a major presentation was entitled "Ask the Specialists in Elementary Guidance." Professionals in APGA were inspired by what they heard. Hundreds of such programs at annual conventions since then have provided inspiration and professional growth opportunities to counselors in all work settings.

The 70's seems to be the most fascinating decade to investigate in terms of professional issues and concerns for two reasons: (1) these years represent the greatest growth in membership in our profession, and (2) this decade is about to relinquish itself to yet another--an end and a beginning.

Just as the boy is father to the man, so can we examine the activities of the recent (and perhaps distant) past in determining the potential concerns and issues of the future. To tie the package together, I see 1980 as the beginning of the fourth and latest generation of guidance and counseling before the century clock sounds the last chime.

A Glimpse of the Recent Past

While attending a State Branch PGA Convention recently in Alabama, a long-time friend and colleague reminded me of my "senior citizenship" in

the governance activities of APGA. "Mary, I first met you after you had been elected to the APGA Board of Directors in 1971. It occurred to me just now as you were speaking that you will be completing a ten-year term when you leave office in 1981." Surprised, I reflected upon the possibility of truth in that statement, and responded: "Not quite, it's closer to eight years; I got two off for good behavior!"

While there are bound to be some disadvantages to such a long-term commitment, the advantages are varied and plentiful. For example, the opportunity to watch dedicated leaders emerge, grow, and contribute significantly to the profession provides constant stimulation. The frustration of knowing that there are not sufficient dollars in the Association coffers to fill all member needs, and then the thrill of seeing our resourceful colleagues stretch those same dollars to meet major or pressing concerns is exciting. I have watched APGA quadruple in membership size in the last 18 years. That leads me to conclude that we must be doing something right.

Such an extended involvement in the governance structure of an organization can result in occasional fears about reinventing the wheel. For example, one issue, born in the late fifties and yet to be resolved, is the concern regarding accreditation of counselor education programs. However, despite frequent cutbacks over the years, many dedicated leaders in the Association for Counselor Education and Supervision (ACES) and APGA have prevailed in their enduring efforts to provide quality training in the profession. As we enter the ninth decade of this century, APGA and ACES are jointly involved in efforts to examine and to evaluate graduate programs in institutions throughout the country, with APGA providing the legal and fiscal counsel and direction and ACES determining the criteria for assessment and the evaluation team personnel. This cooperative effort is being viewed by many in the counseling field as a milestone of progress in providing competent and professional training. While this project is certainly the result of the combined energies of many persons, there is one who has been most persistent and patient in bringing the issue of accreditation before the minds of the guidance and counseling family. His contributions since the late 50's have earned

Robert Stripling deserved praise. His leadership is well evidenced over the last two decades in multiple issues of professional journals, the Guidepost and lectures throughout the country.

As the parent organization of those engaged in the counseling profession, APGA recently actuated that perennial American pastime--moving the family. APGA lived at 1607 New Hampshire Avenue for 27 years. A provocative way to view our progress is to return to those early days when, under the presidency of Dinny Dunsmoor, a lofty goal known as the Guidance Advancement Program, formerly referred to as "GAP," was initiated. What began as a twinkle in the eye of many at that time led to life memberships in APGA (no longer available) and a Headquarters building--magnificent in structure, tasteful in design, impressive in its position close to Embassy Row off Dupont Circle in Washington, engendering pride in the hearts of those who believed in guidance and counseling, in APGA, and more importantly, in the future. These many years later, but only the second time for the APGA family, we have moved again. Perhaps it is a sign of the times that we have left an aristocratic, elegant, beautiful, but dilapidated building and have moved to Two Skyline Place at Falls Church, Virginia, to a building so modern that it was not yet finished when the lease was negotiated. The old "GAP" has become the "APG Foundation." Proceeds from the sale of the Dupont Circle property will be invested and encouraged to grow so as to produce sufficient funds for the counseling profession to "rise again"--in its own building, one that will provide for all of the physical needs of a viable emerging profession.

What have been some of the significant occurrences which may have contributed to that very growth of which I write? First, consider the aspect of growth itself. When counseling *per se* began to be taken seriously in the United States, we were the National Vocational Guidance Association, born in 1922. In 1952, NVGA responded to the more comprehensive needs in guidance and counseling and became APGA, retaining its own identity as APGA's first division. In 28 years, APGA has become the parent organization of 13 Divisions and 53 State Branches, with members spread out among 54 countries of the world. Not bad for a young adult. The growth of a professional organization is significant only to the

extent that those who belong participate in the activities of the Association, become its dedicated leaders, and contribute to the well-being and quality of life among its clientele. The maintenance, improvement, and very survival of counseling as a profession depend on these factors.

In 1972, when NVGA was celebrating its 50th anniversary and APGA was still a 20-year-old fledgling, the three APGA presidents of that era were invited by the editor of the Personnel and Guidance Journal to share their thoughts about the past, present, and future of counseling and of APGA. Ironically, it so happened that the "seniority," if one could use that term, fell to Past-President Ralph Berdie; the next senior with regard to numbers of years in guidance and counseling, to President Garry Walz; and the junior, the "new kid on the block," to President-Elect Donna Chiles, who actually had the fewest years of experience in the counseling field. Their words tended to reflect both their roles and their years in the field--past, present, and future. At that time, APGA had approximately 26,000 members. Today, in 1979, membership exceeds 42,000.

Conflicts among the eight Divisions and fifty Branches of APGA at that time, as in any family, were prevalent, according to the 1972 Presidents. In 1980, partly because of a change in governance structure achieved by the Fear Commission during Walz's 1972 term, and certainly partly because of subsequent increased efforts toward cooperation and coordination among APGA's present 13 Divisions, 53 States and Territorial Branches, and 4 Regions, where conflict once prevailed, communication and unity reside. Just as within any family comprised of 4-53 children, life is seldom placid, and always fraught with problems that need solutions yesterday.

Other critical issues in the early 70's included expressed concern by the membership over the lack of women in leadership positions in APGA and the lack of attention to ethnic minority issues. Prior to 1972 only one woman had served as President of APGA. Between 1972 and 1980, half of the presidents have been female, with the first minority female serving in 1975-76. Further, in 1971 the office of Non-White Concerns was established at Washington APGA Headquarters and in 1972, a new Division, the Association for Non-White Concerns (ANWC), was inaugurated and now boasts active membership approaching 2,000.

Additionally, the 1979-80 Human Rights Committee of APGA will have as its primary task the commissioning of an APGA position paper on human rights. President-Elect Chiles in the 1972 P & G interview stated that APGA seemed to be avoiding areas related to blacks, whites, and women. Over the years, the Association has not only entered those arenas but is now involved in the main events as a participant rather than as an observer.

The Present as Prologue

According to Vriend (1978) it is almost impossible to speak of the "present" or "now," because the moment either of those words is uttered, the time is past and the thought immediately becomes a recent memory. Those, then, who profess to live only in and for the here and now can be viewed also to be living in an "instant memory" world.

One work setting in which contemporary counselors find themselves is the nation's schools. During 1977-78, the new Department of Guidance and Counseling in the U.S. Office of Education, established in cooperation with APGA, initiated a project known as the "Status of Guidance and Counseling in the Nation's Schools." The first phase involved commissioning a number of issue papers by APGA guidance leaders to which individuals in the ten U.S. Federal Regions reacted and responded. Next, Edwin Herr of Pennsylvania University collated the responses and developed a series of interaction themes. These critical guidance and counseling themes were examined, researched, and presented by guidance and counseling experts in the particular specialty areas (Shertzer, Hays, Pinson, Hansen, Mitchell, and Mulett) to representatives from the nation's 50 states. Reactions and responses were again collated and results reported in a comprehensive document for APGA edited by Herr (Herr, 1979). In 1980, as a result of that study, we know where we are, but where do we go from here? Much will depend on the implementation by USOE of the Herr report.

A further collaborative effort to determine both the present and the future of guidance and counseling was the shared venture of the ERIC Clearinghouse for Counseling and Personnel Services (ERIC/CAPS) and APGA

known as "New Imperatives for Guidance." Initiated in 1977, the two organizations developed conferences for state and large-city representatives of guidance and counseling. These conferences, one in 1977 and one in 1978, were designed to determine current problems, issues, and trends in counselor training, supervision, and practice, with the goal of developing subsequent training and supervision experiences and resources that would contribute significantly to the future of the profession in a viable and accountable manner.

If the Herr report is accurate in the statement that "one of the major appeals that guidance and counseling hold for the framers of federal legislation, for educational policy makers, and for the other publics is an overt and sustained commitment to individual rights" (Herr, 1979, p. 25), then the present is as open-ended, challenging, and demanding as the future.

At the risk of allowing the challenges and opportunities in the profession of guidance and counseling today to fade too quickly into the past, let us place the present in perspective, with the understanding that the present may provide a glance into the future. To establish some sense of time and distance, consider the following parameters: The early 1900's to World War II comprised the first generation in the counseling profession in America; the end of World War II and the G.I. Bill to Sputnik and NDEA formed the second; the turbulent 60's into the 70's can be called the third generation; and now the 80's brings us to the fourth generation in our profession.

Of what absolutes or truths can we be certain as we chart our course today? Emphatically, just one! The only star which can guide our planning is change. We should prepare ourselves for change, and we should facilitate the development of our clients to accept, take responsibility for, and even welcome change. Volumes are now being published on such topics as mid-career change, life passages, change affected by mobility, mobility itself as a promoter of change, changing living rather than life partners (because "life" obviates too great a span of time), changing clothing styles, children changing parents, changes in work patterns. Much change, of course, is predicated by growth--growth in various categories of our population, i.e., the increasing numbers of healthy older

Americans and the impact that their needs have and will continue to have on American life. Change also occurs as a result of non-growth--decreases in birth rates, decisions of couples not to have children.

How do we prepare ourselves and our clients to adapt to and even adopt the philosophy of change? Perhaps by being prepared to accept and even to welcome change ourselves. This presents a major challenge to the leaders of our profession. What are some of the methods by which we can assess the need for change? What weather vanes can we utilize to predict the course of events and priorities, and how do we prepare ourselves to respond to what we may encounter as mandates for the profession?

Certainly one method that will prove effective (if sufficient response is engendered) is a survey of our constituents. In an effort to provide parameters for long-range planning into the 80's such a survey was conducted in the APGA Guidepost in the winter of 1979. Responses (almost 1,400 of them) came from all 50 states and from several territories and foreign countries. It would seem that our present challenges and charges are clear. The key issues which concern individuals in the field of guidance and counseling at the beginning of this fourth generation can be grouped in several categories.

Licensure

With the onset of controversy over the problem of third-party insurance payments, individuals trained primarily as counselors rather than as therapists are finding themselves looked upon as second-class citizens when fee payments or preparation programs become an issue. Responding to this concern, APGA and its Licensure Committee, with divisional and branch support, placed its specialists at the disposal of those involved in licensure efforts. As of this writing, the states of Virginia, Arkansas, and Alabama now recognize that persons trained primarily as counselors possess the right to qualify as practitioners in the helping professions and to receive the benefits contained therein. A number of additional states are in various stages of licensure evolution.

Professional Preparation and Accreditation

These two critical issues cannot be separated. They are, in a sense, interchangeable. The members of APGA who responded to the Guidepost survey ranked them as second and third priorities which need addressing and solving. The Professional Preparation and Standards Committee of APGA, because of the dedication and expertise of its members, has emerged as the "umbrella" group which sets the professional preparation policies and coordinates the activities of the Association. This process is a result of over 20 years of effort by members of the profession. Counselor education programs are being scrutinized by trained teams of evaluators, carefully selected by the Division of APGA most conscientiously devoted to the improvement of such educational preparation, the Association for Counselor Education and Supervision (ACES). Through cooperative efforts, both ACES and APGA have accepted the mandate for upgrading the quality of the preparation programs of counselors now entering the field.

Government Relations

What do our representatives on Capitol Hill know about guidance and counseling? How do our legislators feel about what they know? What are we doing to help them not only to know about and to care about human development but to do something about the mental health and happiness of their constituents, and parenthetically, themselves? Because APGA is a not-for-profit organization, our main responsibility is to inform our legislators--local, state, and national--of the concerns and problems facing their constituents and our clients, and to provide methods and opportunities of rendering financial and political aid in the optimum sense of the word, assistance to those in need of counseling. Recognizing the monumental impact created by the NDEA Act of 1958, followed by the ESEA Act of 1965 and the various bits and pieces of legislation since then, it is clear that federal, state, and local financial aid to the counseling profession is not only beneficial, it is critical. This aid is seen not as a total solution but as an infusion of interest, a recognition that the opportunity to seek developmental counseling should be a right of all persons, and that counseling should not be relegated only to those whom society views as "needing help."

Counselor Renewal

Although the guidance and counseling profession is still an adolescent, there are some members who, once they are initially credentialed (usually meaning a minimum of a Master's degree), proceed to vegetate or, to put it more strongly, to atrophy. These are the invididuals who are in desperate need of professional growth and renewal. They are, however, the very persons who do not actively, or even passively, seek to improve or even to maintain their skills. While the Guidepost survey produced a cry for more opportunities for counselor renewal, many recommendations and opportunities presently do exist (Walz & Benjamin, 1978b). The key problem seems to be not lack of opportunity but lack of interest. Some professionals seek out and take advantage of available opportunities; but there are also those who ignore the need for professional renewal, who refuse to join professional associations, who have done no professional reading since The Counselor in a Changing World (Wrenn, 1962). Perhaps the most significant challenge to the leadership and to every member of our professional associations is to create a stir within those individuals whose lack of professionalism is building severe barriers to the recognition by the citizens of this country of counseling as a bona fide profession (Maples, 1978). Since education itself is experiencing difficulty in being accepted as a profession, can counseling be far behind? Walz and Benjamin (1978b) present some extremely viable recommendations regarding the "how" of counselor renewal.

Membership Composition and Voices Shift

Responses to the Guidepost survey constituted the most significant number of member voices answering a single survey of critical professional questions in APGA's history. From these responses of APGA members to the Guidepost survey, an additional fact became clear. In the past, the most vocal members of the profession have been those who serve in educational settings, i.e., schools, colleges, and universities. Increasingly, APGA membership is arising out of non-teaching atmospheres--mental health clinics, employment agencies, pastoral settings, private practice and community service organizations. Members from these diverse work settings are expanding the philosophical foundations of guidance and counseling

and encouraging APGA to provide a broader and more comprehensive approach to services to members. The last two Divisions to join the APGA family, now 13 in number, are the Public Offender Counselors Association (POCA) and the American Mental Health Counselors Association (AMHCA). Through its leadership, each has infused new life into APGA--new ideas, new techniques, new constituencies, and new opportunities for helping.

Are We Who We Say We Are?

New constituencies and new clients bring to the foreground a problem which is just now in the process of being placed before the Association membership. That problem is APGA's name. Is the title "American Personnel and Guidance Association" truly representative of APGA's current membership? What do we now view the words "personnel" and "guidance" to mean? The personnel managers of the country claim ownership to the former, just as APGA claims ownership to the word "counselor." On the Washington scene, the National Aeronautics and Space Administration (NASA) claims proprietorship to the word "guidance." Is it worth changing our name to reflect more of who we are and what we do? APGA's members are being asked to decide, and APGA's leadership will follow the mandate of the membership, whatever it may be.

Accountability Revisited

The term "accountability" is one of the most overused and misunderstood terms in vogue today. In the interest of avoiding further confusion, it is necessary to state as specifically as possible what is meant by accountability in the guidance and counseling profession. Briefly, I refer to the systematic planning, development, implementation, and evaluation of guidance and counseling programs and services. The key word is "systematic." The systematic approach is purported to be used by hundreds and even thousands of different individuals, agencies, institutions, and school organizations. In perhaps very few settings does the word convey the same meaning. In an effort to clarify a guidance and

counseling supervision model that is adaptable to all work settings, Maples and Downing (1979) have developed an approach that demands accountability to clients, to superiors, to taxpayers, to self, to subordinates, and to those interested in results. The systematic approach is based on a mutual planning, development, implementation, and evaluation method which encourages the input of available current data and needs from all who are to be served by or involved in the program, and provides for an open-ended, flexible, revisable, renewable, yet systematic approach to achievement of anticipated results. These results and the incumbent reviews and revisions are shared with those responsible for the existence of the program, and thus its necessary personnel become not only accountable, but vital. Wouldn't we prefer to be part of a vital necessity than a necessary evil?

As the economic ship of state continues to ply the gloomy waters muddied by recession, inflation, and environmental problems, accountability is the pilot fish that will thrive and ultimately help to chart a clear course. Accountability should not be a formidable adversary, and those of us engaged in the counseling profession must recognize that a systematic approach to our work is a valuable friend rather than an avoidable foe.

Collective Bargaining

"We belong to a profession and professionals should have no need to negotiate for anything. Our value to society should speak for itself" (NEA Journal, 1955). But look where NEA is today! Collective bargaining (i.e., mutual negotiations on the part of management and labor toward mutually advantageous outcomes) is a fact of life. It has long been almost exclusively the property of workers in the private sector of our economy, but has since invaded all aspects of the public sector, including the worlds of health sciences, education, the clergy, law enforcement, and government service.

While contingent views of collective bargaining may differ widely, its pros and cons are clear. Because of the diversity of roles and settings in which counseling professionals function, we often find ourselves

sitting on both sides of the negotiation table. When it was suggested by various concerned constituents that APGA develop a position paper on collective bargaining, it became immediately clear to the leadership that there was a need for two position papers. How could APGA speak from both sides of its incorporated nonprofit mouth? At this writing, APGA leaders continue the struggle on this issue.

Counselor Competence

Do the preceding sections on accountability and collective bargaining deny the existence of competent counselors? Has the wheel gone full circle back to the survey producing a mandate that professional standards be improved and that institutions of counselor preparation adhere to those standards? And following the preservice program, do inservice renewal opportunities provide competent counselors with challenges, tasks, and courses that increase and develop those competencies? You see, whenever one attempts to provide answers, one only elicits more questions. Many counselor education programs are built on the APGA/ACES Standards with clearly defined competencies at both the Master's and Doctoral preparation levels. Hope springs eternal. Now that the ACES/APGA accreditation model is becoming operational, it would appear that the teeth of the infant are emerging. For those institutions accredited by the National Council for Accreditation of Teacher Education (NCATE), in which APGA holds constituent membership, the Association, with ACES cooperation, has provided a current roster of leaders in the counseling field to serve as evaluators on NCATE institutional visits. The Council on Postsecondary Accreditation (COPA) and the Council for Rehabilitation Education (CORE) and the new credentialing academy developed by AMHCA are further ensuring attention to counselor competence.

Legislation and Counseling--Are They Compatible?

To gain a realistic perspective on the future of guidance and counseling, the realities of the present must be taken into consideration. Further, those realities, like the good news and bad news stories, are fraught with strengths and weaknesses.

APGA and its constituent units have significantly impacted on federal legislation as it relates to educational settings. Consider, for example, the NDEA Act of 1958, the ESEA Act of 1965 with all of its subsequent titles and amendments, up to and including PL 94-482 and PL 94-142, each with potentially successful opportunities and challenges for the counseling profession. This emphasis on educational bills and laws certainly stems from the fact that a majority of guidance professionals during the first two generations were trained by and returned to educational institutions. Our leaders for many years were primarily college professors and educational text authors whose areas of expertise were limited to school and college locales. That's the good news. Increasingly, however, the membership of the profession is reaching out into the realms of mental health practitioners, prison counselors, counselors in private practice, community service counselors, counselors in employment agencies, rehabilitation counselors, health service counselors. Funding needs beyond local resources are needed in these areas. The CETA (Comprehensive Employment Training Act), Public Law 95-202, related to assistance to Vietnam veterans, and the Older Americans Assistance Act certainly have infused hope in the diversity of settings in which counseling services may be delivered. Perhaps the most hopeful legislation is Senate Bill 3315, designed to amend the Juvenile Justice and Delinquency Act of 1973, which provides related counseling services to those in need. Parenthetically, it must be remembered that seeking federal or state support for helping services of any kind in the 1980's is almost a Sisyphian adventure. In the wake of Proposition 13 and its various successors throughout the country, maintaining a positive approach to legislators and expecting their positive response to our needs might be seen as exercises in futility.

According to Pinson (1978):

> We are observing an unusually exhausted group of lawmakers: besieged, scrutinized, and variously depicted as ruthless, uncaring, incompetent, and nonresponsive by those of us who put them into office. Not surprisingly, they are retiring in record numbers for reasons that are neither geriatric nor the politics of defeat. (Many of those who are leaving are scarcely middle-aged, with excellent chances of winning if they wanted to try again.) (p. 4)

Legislators, after all, are only human. The labyrinthine trails to bill and law passage are often frustrating and even debilitating to their human (albeit legislative) spirits. In attempts to provide increased benefits and services to their constituents, they often appear to work, and are often accused of working, at cross purposes. Further, it is difficult for lawmakers to describe graphically long-term benefits to their constituents. We have created an instant expectation society and we have trained our political representatives to respond accordingly. As a result, our Congressional delegates are rejecting out-of-hand not only socially redeeming, educational, health, or welfare requests, but all potential programs which do not result in immediate or tangible economic benefits to their own constituents in particular or to society in general. Pinson (1978) sees this attitude as a possible explanation of the relative success and ease with which work-related career education and CETA programs are accepted and funded. On the other hand, health or welfare legislation related to developmental, preventative, or remedial helping programs with potential for long-range gains usually fails for lack of a second, probably because it is perceived as lacking the prognosis of instant success.

As the fourth generation in counseling begins, we are witnessing a more assertive, even aggressive approach to funding assistance for human development. The new professionals are vigorously searching for and taking advantage of opportunities to inform leaders on Capitol Hill and in various State Houses throughout the country of the counseling service needs of their clients and constituent service units.

In a more hopeful and anticipatory tone, Pinson (1978) states:

> Fewer and fewer counselors today willingly place themselves in the uncomfortable position of defending what they do to those who seem either disinterested, uninformed, or simply too busy to pay attention. Clearly they have recognized that this is an example of no-win or inappropriate behavior with, very possibly, the wrong kinds of people for that message.
>
> Instead, they have begun as you and I can begin, to move off the dime of self preservation and on to the business of reaching guidance outcomes as they could appear in a society from which we and our institutions as we know them could well be absent. For while they may be temporarily dormant in the public's memory, the expectations of counseling's

> effect upon the quality of American life continue to be reiterated, as articles of faith, in virtually every piece of social welfare legislation.
>
> Articles of faith rarely disappear because they are openly attacked or opposed. Indeed, they often grow stronger. They disappear only when no one rallies to their support, or worse, when their authors and producers miss one curtain call too many. We must not and we will not let that happen. (p. 18)

Certainly, when we consider the opportunities presented by the legislative process as it relates to the profession of helping, we can shape the future in almost any fashion we want it to be.

The 80's: Promise and Challenge To an Emerging Profession

Today and in recent years, one of the most valid criticisms leveled at helping professionals is that we tend to be more reactive than proactive. Yet opportunities of the future, as a result of the present, are almost limitless. A singular fringe benefit of the office of President of APGA is the experience and joy of meeting and interacting with cross-sections of the counseling population. The enthusiasm of members and their apparent dedication to their work are simultaneously indescribable and inspiring. Yet, one also sees the other side. The very enthusiasm and dedication which they bring to their clients and students and counselees are often the very characteristics that contribute to the increasingly infectious disease known as "Counselor Burn Out" (Warnath & Shelton, 1976). Counselors emerge from their counselor preparation programs with all sorts of expectations related to facilitating clients' abilities toward self-actualization. Yet reality demands that they solve crises, put out potential fires, and fill out exhaustive report forms. They are suppliers of band-aids when they wanted to be surgeons. Who is responsible? All of us are! Every individual in the counseling profession, regardless of work setting, must take responsibility for a proactive stance in order to face the future realistically rather than idealistically.

Components for Proactivity

If, as Pogo Kelly says, "We have met the enemy and they is us," is there any way in which we can be prepared not only to meet the future and interact positively with it but also to create it? Fortunately, there are some in our profession who are not only recognizing the problems, issues, and concerns ahead, but are also helping us to arm ourselves accordingly and accountably. An essential component for proactivity must certainly be awareness of the issues. How can we possibly anticipate the future and its needs if we cannot identify its features?

Social Worker or Counselor?

One fearsome yet realistic trend emerging--perhaps because of an apparent yet unfilled need, perhaps because our (counseling) public relations efforts related to what we do are so weak and/or inadequate--is the increased hiring of social workers in counseling positions (Lovenheim, 1979). As a result of this boom in the job market, social work curricula are being revised to include training in the skills and techniques usually encased in the preserve of university colleges of education and counseling psychology or counselor education departments. While there remain more than enough counseling positions to "go around" (Bureau of Labor Statistics, 1978), perhaps the solution might be cooperative and coordinative efforts on the part of schools of social work and departments of counselor education rather than independent efforts, i.e., utilizing the best talents of both groups to accomplish the goal of more and better service to those in need of counseling.

Licensure and Marriage and Family Therapists

An interesting issue is the proliferation of counseling programs and services in this field and the conflict that exists between marriage and family counselors, usually APGA-related, and persons who provide counseling services under the aegis of the Association for Marriage and Family Therapists (AAMFT). Licensure is a major factor in this issue.

In some states, such as Alabama, the two groups worked cooperatively and successfully to design a licensure bill, recently signed into law by Governor James, stipulating that all persons qualified to provide

counseling services to those in need of counseling assistance would be empowered to do so. In other states, energies are devoted more to unnecessary conflict between opposing forces than to cooperative alliances which would ultimately result in improved and effective services to individuals and groups needing help.

So there we have a uniqueness generic to this country and often one of its most valuable assets--two groups operating at extreme ends yet motivated by similar goals, usually labeled "competition." Perhaps this is what one sage meant when he wrote of unity through diversity.

Testing Programs and the Potential Future

Just as accountability, collective bargaining, and licensure are seen as controversial but critical issues in guidance and counseling, so also is the issue of testing. While some professional organizations have long touted the need for declaring a moratorium on testing, the practice is seen by many experts as a viable indicator (certainly combined with other criteria) of present status or of future potential of the person or persons tested. The issues surrounding the value of testing are both subtle and fundamental. Certainly in the area of medicine, testing for the obvious purposes of diagnosis and prognosis is indispensable to the very existence of life. The controversy we are considering surrounds the testing, measurement, evaluation, and assessment of presumed human ability, of mental capacity, and of general or specific aptitudes inherent or learned by human beings. Matthews (1973) further compounds the controversy by stating that "at a deeper level test results unwittingly provide powerful messages of support or rejection of the validity of a person's very identity" (p. 5).

McClelland (1973) was alert to the relative challenges inherent in changing the source of dependence (tests and test results) of some counselors. He was one of the first to suggest consideration of assessment of competencies, rather than of general and all-round ability. He attacked the problem by offering the following recommendations to be considered when testing human potential, capacity, ability, or intelligence:

1. Use criterion sampling.
2. Design tests to reflect changes in what the person has learned.
3. Make public and explicit the methods to improve on the characteristics tested.
4. Assess competencies involved in clusters of life outcomes, not isolated and unrelated or unusable traits.
5. Involve operant as well as respondent behavior.
6. Sample operant thought patterns to achieve maximum generalizability to various action outcomes. (p. 12)

If one accepts the Maslovian view of limitless human promise, then can one not also accept that no test can truly assess the reality or potential of human beings? Richard Bach (1970) captured this potential so remarkably in his simple dedication in a small treasure of the literary world to "the real Jonathan Livingston Seagull who lives within us all."

Emerging Roles of Men and Women

How hackneyed have become the issues and concerns surrounding the changing roles of women. Yet how exciting and stimulating when viewed as the changing roles of women and men. What do the 80's have in store? Consider the view of one professional career woman and mother in discussing the Equal Rights Amendment. She stated that she had no personal need for ERA, that she had made it successfully in a man's world, but also that she would fight to the bone for ERA as a support system for her three sons. Why should they alone shoulder society's burden, she questioned, when they might marry, if they chose, able-bodied capable women who would share fully and completely the economic challenges placed upon couples today? This represents a different point of view from those usually heard in both social and professional counseling circles and is one worth considering.

When men and women can view their lives, careers, jobs, avocational activities, and their very selves in a role integration, not isolation (Hansen, 1978), then perhaps a clearer and more facilitative approach can be made toward the togetherness rather than the separateness sought by most of both sexes.

Need for Research

A critical need which we are facing as we enter the 80's is substantive research in our field. This need can be considered by some to be a throwback to the accountability issue and that is not debatable. However, the fact remains, particularly with relation to counseling in the public sector, funded primarily by the tax dollar, i.e., schools, colleges, employment and rehabilitation agencies, that increasingly counselors are being asked, "Does it work?" Too often counselors have used the lame excuse, "Too much of what we do is not measurable, except in terms of long-range gains." This response is neither valid nor acceptable. Methods must be developed by which the effects, short and long, of counseling intervention and guidance strategies can be seen as efficacious, valuable, even critical, but definitely measurable! Further, that these services contribute positively to the development of mentally healthy individuals and ultimately to a mentally healthier society in general. Interestingly, many authors have spoken to the need for research in counseling. Masih and Kushel (1970) stated that all counselors should be involved in research, that neglect of research has been a glaring shortcoming in the counseling movement. Cash, in an ERIC/CAPS Capsule interview in 1970, stated that empirical data are necessary if others are to view counseling as a positive force. Halper (1974) wrote of the need for empirical evidence to validate counseling success. The next step seems to be for counselors to accept this change, if not for the fact that these authors have seen the need, then perhaps for their very own survival.

The Big Picture: A Philosophical View

Earlier references in this manuscript were concerned with the daily "bread and butter" issues in guidance and counseling in the 80's. However, all professions must adopt a philosophy of the future in order to be able to approach the years to come effectively and more globally than narrowly. Hays (1978) wrote about the future of society in general:

1. Increasingly rapid rate of change and an increasing complexity of society.

2. A new concept of growth--from "growth is good" to "selective growth."
3. Continued crowding and with it, continued hunger.
4. Third World pressure for more equity and for a new economic order.
5. Slim prospects for international tranquility.
6. Increasing welfare programs, creating a greater debt and with a potential of "regulated freedom" for our country.
7. New concepts in the meaning of work and leisure.
8. Future planning becoming a more influential part of our life. (pp. 6-7)

Hays alludes briefly to a further philosophical consideration that has concerned counseling professionals, at least during the second generation. As we seek federal and state legislation to enhance the funding of guidance and counseling programs and services, are we becoming too political? Some say that we are a profession and should not be lobbying, even though such activities could result in improved human development. Others say that we are not, in fact, lobbying; we are simply informing legislators of both the need for increased and improved counselor services and the lack of private and/or state and local funds to provide such services.

Counselors as Change Agents

Since most of us in the profession are cognizant of the fact that change is the proverbial "bottom line," then perhaps we can as readily accept the premise that counselors can logically be agents of change. Riccio (1970) and Walz and Benjamin (1978a) strongly support the inclusion of change agentry skills as an integral component of counselor education and counselor renewal programs. However, the model for most counselor education programs continues to preserve the traditional view of the private clinician seated in a private office awaiting a disturbed client who voluntarily spews out the problem to be solved by counselor, client, or both, depending upon the counselor's (therapist's) theoretical bent.

"Of all the recommendations for the future of guidance and counseling," Bradley (1978) sees the emphasis on the change agent role as "the most exciting promise for revitalizing our profession" (p. 45).

A Potpourri of Guidance and Counseling Futures

In reflecting upon some of the statements shared earlier in this monograph, you may criticize the author for some self-flagellation exercises aimed at all of us in the counseling profession. So there is a need at this time to share some exciting positives, a few approaches to the future of our profession that can engender enthusiasm in each one of us. For openers, consider a report from the Counselors Information Service (1977) which states:

> There are also thousands of future opportunities for qualified persons with a counseling background in work in day-care centers, recreation centers, centers for the handicapped, etc. Counseling as well as education will be viewed as a life-long concept. People will see a counselor with the same degree of timeliness as they see their physician or dentist. New divisions will be formed within the American Personnel and Guidance Association framework that will represent these emerging interest and professional groups. This, at the same time, will swell the membership lists of the American Personnel and Guidance Association, which have already shown a phenomenal growth from some 10,000 members in 1952 to almost 45,000 in 1976. By the year 2000, there will probably be over 100,000 counselors who will belong to APGA. (p. 13)

If that information doesn't excite those of us now engaged or contemplating involvement in the helping professions, consider this excerpt from the same source:

> The future is now. Everyone everywhere is a VIP (Very Important Person). Everyone can make a contribution. For many people, what contribution they make will depend on their potential to recycle and renew their ideas and skills. People are more important than machines. Counselors can help avoid future shock by accentuating the positive and innovative changes of the future. Then we will not find that we were much too conservative in predicting our development. We may instead find, happily, that many more of our population will be able to cope with their tomorrows. (p. 13)

On the other side of the coin, to maintain a sense of balance, Phi Delta Kappan (1978) states: "Fact: High-quality education programs will be required and expected by our more highly educated and articulate citizenry, but expenditures will remain the same as today in proportion to GNP" (p. 288).

Student personnel work of the future will, as it has in the present and past, be accustomed to change and review and revision, because student attitudes seem to change every few years. However, Beeler (1974) lays the responsibility for futurism in that field directly at the doorstep of those engaged in student personnel work in the present. He said, "Only an honest self-reflection will, in the end, promote constructive change in the internal workings of the student personnel machinery on each campus" (p. 17).

Turning back to the counselor in general, Goldman stated in 1976:

> The professional counselor of the future will be to a large extent a trainer and supervisor of others, including both junior staff and clients themselves. The counselor will serve broadly within the institution as a facilitator and even goader of desirable change. . . . To function at that level, counselors will be prepared in selective, full-time, two-year programs that include a real internship. On the job they will participate in weekly staff conferences and monthly workshops or other inservice training activities. The counselor of the future will be undergirded by a much more useful body of research than now exists. Instead of microscopic laboratory studies of little or no practical significance, there will be field studies with less stress on precision and more on meaningful information and insights. Finally, conventions, publications, and the governance of associations will change drastically in the direction of making better use of what is known about effective communications and effective decision-making. (p. 23)

Because we are a profession representing so many different counseling orientations, a single perspective seldom will suffice; Muthard and Salomone (1972), for example, attempted to examine the future roles of the rehabilitation counselor. In their interviews with 70 leaders in rehabilitation counseling they came to the following conclusions: The 1980 rehabilitation counselor will work with a broader range of clients, particularly the disadvantaged; there will be less restriction upon client selection; and the counselor will work with clients who are not only physically handicapped but who also have an increasing variety of adjustment problems. Further, future rehabilitation counselors will need to cope with (a) the reordering of national priorities, (b) the impact of the current manpower shortage on rehabilitation services, and (c) the calls for greater accountability on the part of counselors and agencies.

Two recent publications that are replete with encouraging information and curricular assistance on futures are the EFIC Newsletter (ERIC Futures Issues Component), June, 1979, and the NASSP Curriculum Report "On Studying Futures," April, 1978. Pogo may revise his truism: "We have met the friend and they is the future."

In a presentation at the Chicago annual meeting of APGA in 1976, Jerry Moore prophesied that the new career options for counselors during the 1980's will be a shift from academic counseling in educational settings to a much more broadly based counseling activity dealing with all kinds of people of all ages in all walks of life and will be conducted in the classrooms of the real world, namely offices, factories, homes, and storefronts where most of the people in our society work and live.

An exciting monograph is entitled Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through: A Future Perspective (Drier, 1977). In it Drier engaged in an exercise in fantasy, a section that he titled "Fantasy to Reality." A brief but palatable excerpt follows:

> Counselors will have sufficient support staff to handle those remaining administrative tasks that normally deplete counseling hours.
>
> Counselors will have available communitywide career resource and counseling services planned and staffed by employers, state and federal agencies, and local educational staff.
>
> Counselors will have available, in each state, professional renewal centers where they can obtain individually tailored short and long term inservice experiences.
>
> Counselors in sufficient numbers will be available to enable intensive guidance and counseling and assistance in the classrooms, learning laboratories, work experience, job sites, and the home.
>
> Counselors will provide, in cooperation with teachers, employers, placement agencies, and parents, sufficient employability and employment skills and attitudes for successful self-attained placement.
>
> Counselors will have in operation a broad-based guidance community relations program resulting in greater community support for expanding counselor staff and activities.
>
> Counselors increasingly will have broad-based contracts and flexible work schedules to allow for maximum guidance program

use during evenings, weekends, vacations, early mornings, summers, and so forth.

Counselors will take more aggressive stances toward legislative input and development and the development of commercial and state level guidance-related materials.

Counselors will in greater numbers actively participate in the many guidance-related national and state professional associations such as those focusing on the guidance needs of vocational students, employment, special education, special needs, and so forth. (pp. 39-41)

Final Analysis

Reflection is a luxury not often allowed an incumbent president, particularly the president of an organization as full of exciting, dynamic, and effective professionals as APGA, but writing this monograph has given me that luxury. Written mid-term, it provides an optimal opportunity to internalize much of what has been shared, with the perspective that if the past and the present have been and are a challenge, the future is limitless in its potential. The open-endedness, the opportunities for creativity and service, will contribute significantly to the excitement that lies ahead for the fourth generation of a profession that is still in the embryo stage: guidance and counseling. If having faith implies belief that a thing desired can become a reality, then the guidance counselors of today, according to my perceptions as I meet and interact with them throughout the country, are faithfully anticipating the threshold or springboard of the 80's and 90's and this is . . .

Only the beginning!

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